



ANNUAL IMPLEMENTATION PLAN MILTON STATE SCHOOL – 2021 SCHOOL IMPROVEMENT AGENDA



Connected Learning

- Children learn most effectively when learning is challenging, personalised, engaging & exciting. We grow young minds by encouraging risk taking and believe learning pits and rich feedback are a way of achieving deep learning. We believe the 6Cs of critical thinking, communication, collaboration, creativity, culture, and connectivity are the cornerstones to education of the future

Innovative Teaching

- In challenging ourselves to be lifelong learners we work to continually enrich our repertoires of practice, to include high yield strategies, to be inventive and innovative and to develop collaborative expertise. We engage in feedback opportunities to support our students and teachers learning.

Personal Growth & Partnerships

- In maximising the potential of the whole child, academically physically, socially & emotionally, opportunities for students & teachers will be boosted when the school community works collaboratively to achieve authentic active citizenship.

Our educative Moral Purpose: to involve all students as engaged learners in a curriculum that inspires, impacts & challenges them to be in the learning zone. In 2021 our focus is on our three big rocks- Connected Learning, Innovative Teaching & Personal Growth & Partnerships.



CONNECTED LEARNING

Target	Strategies	Actions	Plans /Professional Learning	Measures of Success /Evidence	Responsible Officers
All students and staff will experience a learning and teaching environment that is shaped by students and supports innovative solutions therefore enabling students to become problem solvers/finders & digital discerners.	<p>Refine learning opportunities to give students learning zone challenges</p> <p>Refine pathways to give teachers opportunities to enrich their learning</p>	<p>Agentic & Innovative Enrich coaching prospects for teachers Refine STEM Develop Teachers Genius Hour/ Develop Partnership with Griffith University & connect with POD Learning Design & implement flexible learning spaces throughout the school</p> <p>Refine the suite of professional development opportunities for staff encouraging them to be researchers and refiners of their own practices</p>	<p>Coaching Plan & Mapping Tools</p> <p>Curriculum SAG Plan</p> <p>Professional Learning Plans</p> <p>Curriculum SAG Plan</p>	<p>Coaching Survey</p> <p>Evident in Planning Docs & Teacher Pedagogy</p>	<p>Kylie Dunne, Miki Hird, Danni McNeill & Stem Champions & Teaching PLCs</p> <p>Kylie Dunne & POD Facilitators</p>
Improved student achievement in report card data	Refine learning opportunities to give students learning zone challenges	<p>Embed critical thinking/inquiry / design thinking in learning opportunities</p> <p>Further develop the Genius Hour / Project Based Learning / Maker Space</p>	Curriculum Teaching & Learning Plans	Increase of students in A-E Data spread and in an increase in the Upper 2 Bands	All Staff
Improved levels of student engagement- refer to student perception tool evidence	Embed student choice within units of work that include seamless technology outcomes	<p>Digital Technologies Progress digital technologies agenda through embedding SAMR framework within our units in curriculum planning and Digital Coaching Further develop the Genius Hour / Project Based Learning / Maker Space</p>	Curriculum Teaching & Learning Plans	Increase in engagement in student perception tool evidence	Kylie Dunne Miki Hird Danni McNeill



CONNECTED LEARNING

Target	Strategies	Actions	Plans /Professional Learning	Measures of Success /Evidence	Responsible Officers
Improved levels of student engagement, refer to student perception tool evidence	Design learning opportunities to develop self-regulated learners	<p>Use Learning Walks as a measure to check on the development of self regulated learners</p> <p>Embed practices that enable self regulatory behaviour to be seamless include mindful moments and brain breaks</p> <p>Further refine Milton specific practices further and create a Student placemat and Posters that highlight Signature Practices</p>	Action Plan & Protocol And Process Development	Evident in Student responses	Kylie Dunne Damien Cole All Staff
All teaching staff will experience a learning and teaching environment that is innovative	Refine pathways to give teachers opportunities to enrich their learning	<p>Refine the suite of professional development opportunities for staff encouraging them to be researchers and refiners of their own practices</p> <p>Continue Facilitator led PODS to target teaching and learning needs of teachers</p> <p>Develop Professional Learning opportunities for staff to lead to teacher Genius Hour development</p> <p>Book Study -continue focused collegial groups that study How The Brain Learns- by David Sousa</p> <p>Continue bullet journaling & teacher reflection routines</p> <p>All staff undertake and embed Professional Learning Plans</p>	Professional Development Action Plan	School Opinion Surveys	Kylie Dunne Anita Heinrich Paul Zernike Leadership Team All Teaching Staff
Improved levels of inclusivity	Design learning opportunities to develop self-regulated learners	Embed practices that enable inclusivity to be seamless Further enhance Inclusion Coach role and responsibilities further to impact and influence the appropriate pedagogies utilised by Classroom Teachers	Co-teaching Model Differentiated teaching Inclusion Coach Action Plan	Confidence and competence of teachers to support all learners is evident in surveys	Laura Cummings Inclusion Coach



INNOVATIVE TEACHING

Target	Strategies	Actions	Plans /Professional Learning	Measures of Success /Evidence	Responsible Officers
To move from plans and good intentions to powerful practice	Expand teachers collaborative expertise to include teachers and students as evaluators of their impact and determine their effectiveness	<p>Collaborative Expertise Utilise Case Management process to further develop and embed collaborative expertise</p> <p>Further develop professional learning culture to enhance teacher collaboration and further enhance expertise</p>	<p>Case Management Notes</p> <p>Enrich Case Management outcomes to include evaluating of effectiveness as well as sharing collaborative expertise</p>	Cycle of review improvement of rigour, analysis and teacher dialogue, de-privatisation of practice	Anita Heinrich & Year Level PLTs
To move from plans and good intentions to powerful practice	Build a growth mindset with staff and students where challenges provides opportunities for growth and learning	<p>Further develop professional learning culture to enhance teacher collaboration and further enhance expertise</p> <p>Growth Mindset Maintain a culture that embraces a growth mindset for all learners within our community; <i>Neuroscience</i></p>	PLCs Teamwork Planning Document		Damien Cole Kylie Dunne
To move from plans and good intentions to powerful practice	Progress our whole school evidence dashboard to continue to track student progress and inform the learning cycle	Continue to develop teachers analytical skills and expertise collaboratively within planning platforms evidence discussions & moderation	Evidence Discussion Documentation		Leadership Team



INNOVATIVE TEACHING

Target	Strategies	Actions	Plans /Professional Learning	Measures of Success /Evidence	Responsible Officers
To move from plans and good intentions to powerful practice	Progress our whole school evidence dashboard to continue to track student progress and inform the learning cycle	<p>Evidence Dashboard- Know Thy Impact!</p> <p>Continue to develop a culture of meaningful evidence by using evaluative techniques and findings to foster improvement</p> <p>Cultivate a continuous culture of evidence by asking teachers to support their views with evidence</p> <p>Promote Pride in our collective impact</p>	Evidence Conversations Process and Action Plan	Engage Evidence coach to work across the school to embed consistent practice, analysis and data literacy	Anita Heinrich
To develop an increased understanding of Deep Learning; Michael Fullan- to enrich the teaching and learning that teachers offer students	Embed the 6 global competencies for deep learning : Character, Citizenship, Collaboration Communication Creativity Critical Thinking within planning and teaching and learning opportunities	<p>Explore the competencies with teachers</p> <p>Develop understanding</p> <p>Align with planning and embed in units of work</p>	Unit Planning	<p>Use deep learning progressions</p> <p>Evident in Teacher conversations, dialogue & planning documentation</p>	<p>Danni McNeill</p> <p>Kylie Dunne</p> <p>Miki Hird</p>
To review and refine English Units – focus on the Literature & Language component	<p>Focus on developing teachers knowledge and understanding</p> <p>Develop planning steps</p>	<p>Explore and audit the competencies of teachers with subject <u>English</u> with a focus on- Close reading, transformation and text reconstructions</p> <p>Quality literature and text selection</p> <p>Align with planning and embed in units of work</p>	Unit planning Non negotiable framework – English		<p>Danni McNeill, Miki Hird & Kylie Dunne & PL Teams</p>
To continue to embed the Natural Maths philosophy across the		<p><u>Mathematics</u></p> <p>Natural maths – STAR Problem Solving Model</p> <p>Highly capable learners</p> <p>Sting in the tail</p>	Non negotiable framework -		



INNOVATIVE TEACHING

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<p>All Students regardless of their achievement level, to have a least one year of academic growth in literacy & numeracy</p>	<p>Coaching & Teaching & Learning Frameworks, provide illustrative high impact practices in aspects of literacy & numeracy</p> <p>Continue to include planning for feedback episodes until embedded in the Teaching & Learning cycle of each classroom</p> <p>Use improvement agenda areas to enhance and develop staff capability</p> <p>Further develop a mindset with staff and students where challenges provide opportunities to grow and learn</p>	<p>Planning for Feedback Embed planning for feedback and moderation practices to enhance teaching cycle</p> <p>Staff Capability Enhance Staff capabilities via Explicit Improvement Agenda - the teaching of English, the teaching of Mathematics, Deep Learning- 6 C's.</p> <p>Continue and Refine Learning walks, focus on heutogogy (self-directed learning), inquiry units of work, case management, virtual data walls and age appropriate pedagogy to enhance and develop staff capability, PAT Bands/ National numeracy learning progression, evidence discussions & case management to enhance evidence and assessment literacy, examine instruction and to develop classroom actions plans that expand the range of teaching approaches and strategies used in classrooms to support diverse learners</p>	<p>SAG Action Plans</p> <p>Engage writing coach to work across the school to embed consistent practice</p> <p>Engage English and Mathematics coach to work across the school to embed consistent practice as outlined in the Coaching, Teaching & Learning Framework</p> <p>Develop a suite of Teacher Led PODS to target teaching needs for teachers</p>	<p>Increase of students in A-E Data spread and in an increase in the Upper 2 Bands</p> <p>Moderation Documentation</p> <p>Engagement of teachers in POD learning and direct application to teaching & learning</p>	<p>Anita Heinrich</p> <p>Laura Sheen/Danni McNeill/Anita Heinrich/ Belinda Bradfield</p> <p>Ann Baker</p> <p>Leadership Team</p>

PERSONAL GROWTH & PARTNERSHIPS

Target	Strategies	Actions	Plans /Professional Learning	Measures of Success /Evidence	Responsible Officers
To maximise the learning potential of the whole child, by working collaboratively to achieve authentic active citizenship.	Make purposeful and meaningful connections to enhance learning and forefront active citizenship.	HASS units of work consider and address global issues, global citizenship, compassion, empathy and concern for others	HASS unit planning developed collaboratively	Quality units completed	Danni McNeill & Miki Hird Kylie Dunne Teachers
To develop personal growth and foster teacher & student wellbeing	Maintain a culture that embraces personal growth and wellbeing as the cornerstone to strong mental health – continue to embed signature practices and mindfulness routines to enhance mental health and wellbeing	<p>Enrich the quality of supportive conversations and promote culture with active listening and consideration to promote wellbeing, reassurance and clarity for others</p> <p>Further develop a mindset with staff and students where challenges provide opportunities to grow and learn</p> <p>Continue to develop and implement the Milton specific Wellbeing Curriculum Framework</p>	Wellbeing & Learning Engagement plan	Trust, positive culture and growth and learning evident	<p>All Staff</p> <p>Wellbeing & Learning Engagement Working Party & Coach</p>
To boost and enhance the Year Level Coordinators leadership capacity to lead, coordinate and build effective partnerships and teams	Use Pete Stebbins suite of materials and coaching to enhance and develop staff capability	Professional Learning Team Coordinators leadership skill development through ongoing professional development PLT time regularly timetabled	Refer to Professional Learning Team plans	Effective teams	<p>Leadership Team</p> <p>Professional Learning Team Coordinators & Year Level Teams</p>
Develop & continue connection with external partnerships	Connect with educator researchers to progress the Quadrennial School Review Process	<p>Dr John Edwards – Schools That Deliver Network</p> <p>Tony Ryan – Futurist</p> <p>Dr Cam Brooks – Feedback</p> <p>Griffith University – partnering with Education Faculty</p>	Professional Learning Plan	Future Search & Strategic Direction	All Staff



ENDORSEMENT

PAUL ZERNIKE

PRINCIPAL
DATE: 19/02/21

SANDRA HAINES

SCHOOL ADVISORY COUNCIL CHAIR
DATE:19/02/21